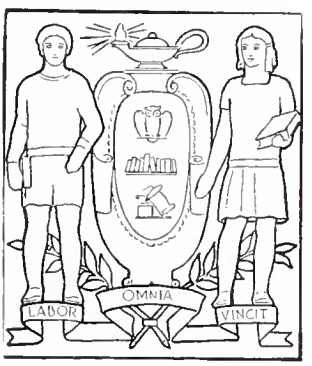
Pennsylvania Curriculum Studies

Safety Education in the Public Schools

A Manual of Organization and Administration



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DEPARTMENT OF PUBLIC INSTRUCTION
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Editor

PROMOTING LIFE AND HAPPINESS

SAFETY EDUCATION has been included in Pennsylvania's program of public education because of the importance of safety in promoting life and happiness. Safety education in the public schools helps to make boys and girls safety conscious; teaches them to face danger as well as to avoid it; and develops social traits so necessary for an appreciation of the feelings of their fellow citizens and the protection of all life.

Public and private agencies have made many notable contributions to the field of safety education. Definite cooperation between the schools and collateral agencies will have the result of tying up school and community activities and in making each community a better place in which to live.

Curriculum experiences intended to develop citizenship activities related to safety; elimination of hazards; safe, hygienic and sanitary school buildings. These are the goals toward which we should strive in organizing the school in such a way as to achieve the objectives set forth in the Children's Charter: "For every child education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly."

The Pennsylvania Legislature has written into the School Law the teaching of safety education in every public school established and maintained by the Commonwealth.

The Commonwealth, through all of its governmental agencies, is making an effort to protect its children and its citizens. The agencies more particularly interested in safety for childhood include the Department of Public Instruction—through the development of a general safety education program; the Bureau of Motor Vehicles of the Department of Revenue—through the development of safe motor vehicle laws and the activities of the Highway Patrol; the Department of Highways—through the development of safe roads; the Department of Labor and Industry—through the development of safe building standards and industrial shop standards.

Many other departments have important safety programs. All are cooperating with agencies and organizations developed for the purpose of making Pennsylvania a safer and a happier place to live, and a better place in which to do business.

LESTER K. ADE
Superintendent of Public Instruction

December, 1935

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Pennsylvania's Program of
SAFETY EDUCATION IN THE PUBLIC SCHOOLS

* * *

To GIVE EXPERIENCE through the curriculum that will develop knowledge, skills and appreciations in safety essential to a well ordered life, with emotional attitudes of individual and group responsibility in the field of safety.

* * *

THROUGH CITIZENSHIP ACTIVITIES, to give opportunity for practice in adventure, in wholesome living where one learns the importance of safe practices, and contributes to making both the school and the community better because of help given to others.

* * *

To ELIMINATE HAZARDS and to develop appreciations and attitudes which will govern right practice.

* * *

To MAKE SURE that all school buildings and grounds are planned and maintained to provide safe, sanitary and hygienic facilities for pupils.

* * *

To DEVELOP a system of accident reporting which will form the basis for an intelligent and scientific safety education program.

* * *

To COOPERATE with agencies and organizations whose program for safety education is based upon sound educational principles and whose desire is to aid in providing: "For every child, education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed and those which, through loss or maiming of his parents, affect him indirectly."

* * *

To AID PARENTS in the formulation of routine which will make for safe practices with children and to work with organizations, agencies and municipalities in the development of playground facilities and protection for the pre-school child so that he may not be subjected to the dangers and forces which surround him, and which frequently bring disaster to him before he can enter school and receive the instruction necessary to establish the controls which will tend to keep him out of danger.

SAFETY EDUCATION in the Public Schools

OPPORTUNITIES IN THE CURRICULUM

SAFETY EDUCATION has a natural place in the subjects of the public school curriculum. It is more effective to integrate safety with subjects of study than to develop a program apart from school experiences and school life. In the elementary school instruction is related to the activities of the children. It is of importance in the elementary grades to approach the question of safety primarily with reference to the actual experiences of the children.

To discuss transportation hazards with children who have never seen a steam locomotive, a trolley car, or a steamship, is not the most effective way of presenting safety. To talk of the hazards of farm life to children who have never lived on the farm also disregards this principle.

Safety education is largely the development of safety habits, attitudes and skills. A certain amount of specific information is essential in this development but care must be taken not to give so much in the way of detail that the child is unable to apply any of it to his everyday actions. Safety in the elementary grades should be applied to situations as they occur in the street, in the home and school, and at play.[1]

In the intermediate and junior high school grades, pupil activities should be the normal outgrowth of the safety instruction received in the primary grades and should serve as a valuable supplement to the classroom instruction which is being carried on at this level. Activities which serve to meet the needs of pupils in these grades are the Junior Safety Councils, School Safety Patrols and Safety Clubs.

Safety education in the high school must be suited to the age and experience of pupils on the secondary school level. The habit-formation of the elementary school and the service ideal of the intermediate and junior high school will continue through the senior high school. It is necessary, however, to bring the study up to the age and intellectual level of high school students.[2] The opportunity should not be neglected of broadening the conception of safety to include moral health as well as physical health. Investigation and the application

[1] Course of study in Health and Physical Education for Grades I-VIII, Bulletin 12, Department of Public Instruction, Harrisburg, Pennsylvania, 1933. (Evidences of pupil growth and Suggested Activities and Procedures.)

[2] Gosling, Thomas W. Safety Education in the High School. National Safety Council, New York, 1931.

of findings to a more purposeful living harmonize with the age and the intellectual level of senior high school students. These investigations may relate to such subjects as the following:

1. Safety engineering
2. Highway construction
3. City planning
4. Science of traffic control
5. Statistics of accidents
6. History of accident prevention
7. The principles of physical health
8. Standards of morality
9. Inventions that may contribute to safety
10. Economic aspects of safety control
11. The relation of the individual to the social group
12. Safety legislation

Safety education has always had a place in the secondary school curriculum although until recently it has not been consciously considered. An analysis in 1929 of thirty-eight textbooks used in the secondary schools showed that textbooks in at least eight subjects offered in this field contained references to safety.[3] The sciences—general science, health, chemistry, biology and physics—naturally offer the greatest opportunity for teaching safety, followed by the social sciences, community civics and problems of democracy.

There are many opportunities for secondary school teachers to consider the important aspects of safety as they come up in the classroom.[4] The chemistry teacher will emphasize the dangers of carbon monoxide, phosphorous, concentrated acids and alkalis and other chemicals. The physics teacher stresses the dangers associated with machines, electricity, light and the laws of motion. The general science teacher considers the methods of preventing and fighting fire. The civics teacher naturally points out the hazards of traffic and the methods of preventing automobile accidents in connection with the classwork on the protection of the community.

In the secondary school youth begins to accept the responsibility for facing some of the problems of his environment. The safety education which he was taught as an elementary pupil was in large measure concerned with habit formation. The safety education he receives as a secondary school pupil will stimulate him to think through problems for himself. The accident rate in certain types of accidents increases for this group. Because of this, stress should be placed on the prevention of accidents which are known to be common to this group, among them being drowning, automobile accidents, accidents from fire arms and electrical accidents.

It is desirable for each secondary school to establish a definite program of safety education. Plans will differ but by definitizing the program each school will make sure that it has met its responsibility in this field.

[3] Stack, H. J. Safety Education in the Secondary Schools. National Bureau of Casualty and Surety Underwriters, New York, 1929.
[4] A Guide Book for Safety Education. National Bureau of Casualty and Surety Underwriters, New York, 1931.

The following table indicates the subject fields which offer opportunities for the discussion of topics pertinent to safety education.[5]

OPPORTUNITIES FOR TEACHING SAFETY THROUGH INTEGRATION

Discussion of materials relative to these topics	School Activities	Social Studies	Science	Health	Indus. Shop	Agri-culture	Home-making
Street and Highway Accidents	x	xx	xxx		x		
Water Safety	x	x	xx	xxx			
Railroads		xx	xxx	x			
Water Transportation		xx	xxx	x			
Home Accidents		x	xx				xxx
Electricity and Electrical Appliances			xx		xxx	x	xxx
Gas and Gas Appliances		x	xx				xxx
Burns		x	xx				xxx
Falls in the Home		x		xx			xxx
Use of Inflammables			xx				xxx
School Accidents	x		x	xxx	xx		
Fire Prevention	x	xx	xxx	x			
Safe Use of Laboratories	x	x	xxx				xx
Safety in Aviation		xx	xxx				
Safety in Industry		xx	x		xxx		
Forest Conservation		xxx	x			xx	
First Aid	x			xxx	x		xx
Medicines			xx	xxx			xx
Physical and Emotional Condition	x			xxx			

xxx Indicates best opportunity.
xx Indicates good opportunity.
x Indicates some opportunity.

SAFETY PRACTICES for the PRE-SCHOOL CHILD

Fatal accidents are most frequent under the age of five. Thus, the need for education in safety practices for this group should be given consideration; by whom, depends upon the situation. Where kindergartens and nursery schools are organized, teachers can accomplish something through providing experiences where children learn the safe way to handle sharp tools, to work near a fireplace, to climb, to cross streets, to play in water, to play with other children and with new equipment. In many cases where no schools exist for children of these ages, there is all the greater need to make contact with the mothers of these children that an educational program on safety may be given attention.

A study of the cause of fatal accidents to this pre-school group shows that burns, automobile accidents, mechanical suffocation (these are

[5] Adopted from A Guide Book for Safety Education. National Bureau of Casualty and Surety Underwriters, New York, 1931.

usually babies), drowning and traumatism by falls, rank first. Thus, practices related to the prevention of these types of accidents should be carefully considered by both mothers and teachers.

Many practical suggestions for such dicussions will be found in the News Letter of the Home Safety Committee.*

SAFETY EDUCATION in the ELEMENTARY SCHOOL

The objectives of safety education for pupils from the first to the sixth grade may be outlined as follows:

1. Habits of personal safety.
2. Consciousness of responsibility for the safety of others.
3. A spirit of cooperation in solving problems of social significance.
4. A respect for community regulations.
5. An understanding of the common causes of accidents and a knowledge of how to meet them.

While it is entirely possible to correlate safety education with many of the subjects in the elementary school curriculum, probably the most effective correlation, if safety is not taught as a separate subject, is through the subject of health instruction. It is generally conceded that health and safety are inseparable.

Bulletin 12 of the Department of Public Instruction, "Course of Study in Health Instruction and Physical Education," includes much material in the field of safety education. Units are outlined in detail for each of the first six grades on the following subjects:

1. Traffic and the use of streets and highways.
2. Prevention of fire.
3. Play and other activities.
4. Prevention of accidents in the home.

Each unit includes evidences of pupil growth and suggested activities and procedures. These are carefully placed so that they coincide with the child's ability to comprehend and carry through.

A unit on Safety Education for grades 7 and 8 is included in this bulletin. In addition, units in First Aid are included for grades 1 to 6.

Subjects such as civics, reading, English, spelling, and science all offer a field for safety correlation. Units may be developed which will include correlation in all of the elementary subjects. Insofar as possible field trips under the direction of the teacher will furnish a great amount of valuable material. The development of safety habits and safety attitudes is partly dependent upon the knowledge which

* Publishers: National Safety Council, Inc., 20 N. Wacker Drive, Chicago.

children possess. However, the practical application of this knowledge through the medium of field trips and demonstrations is most valuable. In this connection Vaughn indicates the most and least effective safety education procedures:[6]

Most Effective

Having pupils actually undergo experiences in regard to the hazard concerned.

Habit-forming lessons in having pupils practice safe crossing of streets, safe use of sharp tools, etc.

Simulating experiences with hazards through games.

Demonstration of the causes and results of accidents.

The use of motion pictures and stereopticon to show dangerous experiences, unsafe and safe practices.

The use of poster lessons.

Projects involving safety.

Story lessons.

Dramatizing safety.

Least Effective

Positive or negative instructions: "What to do;" "What not to do."

The use of threats or warnings: in general, their effect appears to be transient.

Learning safety codes or slogans without checking practice and habits has little effect on controlling conduct.

Teaching safety through penmanship, arithmetic or music appears to be not valuable; because of the fact that the pupils are so much concerned with the mechanics of the particular lesson involved, they may fail to get the content of the lesson.

VOCATIONAL SUBJECTS

Inasmuch as many of the pupils enrolled in the courses in industrial shop, vocational home economics and vocational agriculture eventually will take their place in agriculture and industry, the question of safety is a most important one for them.

Industrial Shops

In order that safety education may be assured, teachers in industrial shops should make plans for the safety of the learners in these shops. These plans should include the following:[7]

[6] Vaughn, James. Positive versus Negative Instruction. National Bureau of Casualty and Surety Underwriters, New York, 1928.
[7] Shop Safety. Lancaster, Pennsylvania, Schools.

Establishing regulations to be effective at the beginning of an assignment and to be a continuing policy during the time the learner remains in the shop.

Organizing detailed lesson plans for each new group of learners assigned to machine work.

Putting the plan into operation before an accident occurs and insisting upon the enforcement of the plan.

Making certain that learners have a full and complete understanding of the regulations.

Rigidly enforcing the rules of the shop to the extent of depriving the use of machines to learners who do not conform.

Eliminating all unsafe practices (taking a chance) from the shop.

Repeating instructions, warnings, cautions and demonstrations which aim toward accident prevention.

When a learner is operating any machine, conversation between the learner and any other person should be prohibited. If instructions are necessary, the machine should be stopped.

Learners must receive permission from the instructor before they operate any motorized machine.

Only one boy at a time should be permitted to operate a machine.

One type of safety program consists, first, of keeping complete records of all accidents, and, second, the appointment of a student safety engineer in each class in the shop, who would serve for a week, the position being rotated so that every student would become experienced. Because not only his responsibilities but his powers would be manifold, the safety engineer would occupy a place of dignity in his class. He would check all tools and equipment, including power-driven tools. He would enforce the use of protective devices such as guards and goggles, and insist on proper housekeeping. He would prevent scuffling and "horseplay" and see that all machine operators have their sleeves rolled up above their elbows. He would make sure that lighting and ventilation were adequate, and be in charge of the safety display or bulletin board where posters and news items would be shown. He would also report all cases of injury, however slight, to the instructor who would render first aid. The student safety engineer would also be required to make a complete written report to the instructor of every accident.

Henig suggests that the following subjects be stressed in the vocational shop:[8]

Safe techniques in the use of hand tools.

Use of hacksaws, files, jacks, hammers in auto repair shops.

Use of chisels, handsaws, planes, screwdrivers, knives and edged tools in carpentry shop.

[8] Henig, Max S. Safety Education in the Vocational School. National Bureau of Casualty and Surety Underwriters, New York, 1928.

Use of hacksaws, screwdrivers and other tools in electric shop.

Safety in the use of tools used in other kinds of shops.

Safe practice in the use of various heating devices and torches.

Prevention of accidents arising from handling materials—lumber glass, sheet steel, tin, etc.

Safety in the use of various kinds of machinery—lathes, saws, jointers, grinders, milling machines, etc.

The importance of good housekeeping in shops.

Fire prevention and fire extinguishing in shops.

The benefits of industrial accident prevention.

First aid for shop injuries.

The causes and prevention of certain occupational diseases.

The plan and provisions of workmen's compensation legislation.

Home Economics

Probably the greatest contribution the home economics groups can make to a safety education program in the schools is the attempt to attain the objectives of promoting physical fitness and mental and emotional stability on the part of all members of the family.[9] The home economics program also makes a contribution through instruction and practice in safety measures in all of the household activities carried on in the foods and clothing laboratories as well as in the other rooms housing the home economics department.

The number of home accidents every year indicates the need for safety education which may be carried from the school into the home. Over 25,000 fatal accidents occur yearly in homes in the United States. These accidents are divided into falls, burns and scalds, asphyxiation and suffocation, poisoning, fires and explosions, firearms and electrical accidents, ranked in the order named. The economic cost of these accidents will approximate one half a billion dollars yearly.

The home economics program aims to:

Promote health for all members of the family through the right choice of food, well cooked foods and sanitary living conditions.

Give instruction in first aid and home care of the sick.

Give instruction in household budgets and household expenses whereby a family may live within its income.

Give homemaking instruction with a view to producing better homes and better living, stressing the management of finances and the management of time and energy.

[9] Division of Home Economics, Education Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

Give instruction in the care and training of children, thus promoting health and right habits.

Give instruction in family relationships.

Teach the care and use of inflammable cleaning equipment and cleaning agents.

Teach the care and use of oil, gas and gasoline stoves.

Teach the care and use of electrical equipment in the home.

Teach the care and use of matches.

Teach the care of inflammable rubbish and hot ashes.

Teach the careful handling and placing of hot fluids.

Teach the care and use of pins, needles and scissors.

Teach the use of suitable types of clothing for work in the kitchen.

Teach the care and use of plumbing and heating appliances.

Vocational Agriculture

The activities of the present day farmer are such that he deals with all kinds of high powered machinery and farm animals which may become vicious in nature. Since the introduction of machinery on the farm, the hazards which a farmer encounters have been greatly increased. The farmer many times is alone at his work, often many miles from medical assistance. It behooves him, therefore, to take every precaution in guarding against accident and injury. There is a real need for teaching safety in the agricultural program.[10]

The safety program built around the hazards of the farm should stress precaution relative to the following:

Sharp-Edged Hand Tools—Pupils should be taught to handle such tools so that the edge moves away from the user.

Power-driven Sharp-edged Cutting Tools—Pupils should be taught to throw cutter bars out of gear before repairing machines. Guards should be placed on corn shredders and similar machines to avoid hand injuries.

Rapidly Revolving Wheels—Pupils should know that too high speed or defects may cause revolving wheels to fly into pieces. Hands and all objects should be kept from touching revolving wheels, buzz saws, threshing cylinders, grinders, etc.

Belts—Pupils should realize the hazards in moving belts. Belt guards should be used where possible.

Tractors and Autos—Precaution in use of these machines should include:

[10] Division of Vocational Agriculture, Education Bureau, Department of Public Instruction, Harrisburg, Pennsylvania.

Retarded spark to help prevent back-firing when cranking.

Sufficient ventilation in buildings when exhaust fumes are escaping.

Care should be exercised in handling tractors on sloping ground and when starting heavy loads because of the possibility of overturning tractor.

Buildings and Structures—Pupils should know how to construct safe scaffolds and to place all timbers, tools, etc. where they will not fall and injure workmen.

Fence Building—Pupils should know how to stretch wire—caution should be taken that barbed wire will not hit person if it breaks when stretched too taut.

Handling of Farm Animals—Safety practices should be taught in the handling of farm animals:

Always handle bull with staff.

Cows with vicious dispositions should be dehorned.

Speak to the horse before entering a stable.

Colts should always be handled with caution.

Be sure saddle girth is tight before mounting.

Be sure a bull is secure before entering the stall.

Caution should be exercised in entering a yard or pasture where a ram or boar is kept.

Do not enter, without means of protection, a yard or pasture where a bull is grazing.

Miscellaneous Safety Precautions to be Observed:

Keep ladders dry and safe. Inspect them before using. In use, place them securely.

Throw machines out of gear before oiling, repairing or adjusting.

Never stand in front of a machine to which horses are hitched.

Do not tie or buckle reins around the body.

Do not lean forks against mows or loads of hay. Use hay forks carefully.

In building temporary foundations for the silo fillers, threshers, etc., make them firm.

Store gasoline and other inflammable and explosive materials in an isolated building. Use explosives with care.

In felling trees, retreat to safe distance as tree starts to fall.

In splitting wood, do not hold block with the foot.

Remove nearby obstructions before swinging an axe.

Use care in handling logs.

FIRE PROTECTION AND ESCAPE

Records from the office of the State Fire Marshal indicate that *one school burns every week* in Pennsylvania. Fortunately, most of the fires have occurred when the building was unoccupied. Those occupied were emptied in record time only because the fire drills had been effectively planned and carried out. Many of our schools are fire hazards, in spite of state regulations relative to fire escapes and other fire preventive materials.

The Fire Marshal offers the following suggestions relative to individual schools:

Be sure that all exits are unobstructed and *unlocked* during school hours. (School visitors have found exits *locked.*)

Know that the fire escapes are in good condition and of approved type.

Every school should have some type of fire extinguishers readily available. These should be regularly inspected and tested by the local fire department. Extinguishers should be placed in science laboratories and home economics rooms where these are part of the school.

The heating and ventilating flues should be inspected regularly to insure their proper working.

Good housekeeping in the basement is especially essential. In many schools the furnace room is used as a catch-all with flammable materials being found stored near the furnace. Automatic sprinklers are recommended for basements, where most of the fires start.

Fire drills should be a regular part of the school program. These should be carefully worked out so that pupils are familiar with the procedure no matter what part of the building they happen to be in.

A special gong to be used only for fire drills is recommended.

In schools large enough to warrant it, the installation of a student organization is recommended. This organization is headed by a Building Fire Marshal appointed from the senior class by the principal; an Assistant Fire Marshal appointed from the junior class to assume duties of the marshal in his absence; room leaders for each room in the building.

Under the supervision of the principal, the marshal prepares plans for fire drills, showing the proper method for pupils to leave the building in case of emergency, and indicating exits to be used. A copy of the plan should be posted in each room for the information of the room leader.

The principal of the school is responsible for the proper carrying out of drills and instruction in prevention of fires.

A recent United States Office of Education Bulletin asks school administrators to check up on their building facilities and outline a

self-survey to be used.[11] Under the first item in the survey is found Fire Protection and Escape. The following questions are asked:

Is your building considered fire resistive by your insurance company?

If not, is it considered safe? (Never condemned and all changes suggested by underwriters made.)

Are all heating and ventilating flues lined?

Do all doors open outward? (This includes classroom doors.)

Are all outer doors equipped with "panic bolts" in good condition?

Are all basement doors leading to stairways self-closing and do they *close?*

Is the room housing the heating plant and basement made fire resistive on all sides and ceiling?

Are all doors to such rooms self-closing and do they close?

Is all woodwork fully protected by adequate space or by asbestos coverings, from hot air pipes or steam pipes, from electric, coal or gas stoves?

Is the furnace room free from rubbish at all times?

Are all the basement rooms, spaces under stairways, and closets free from rubbish and inflammables?

Are oil, gasoline, celluose films or other such materials kept out of the building or in fire-proof closets?

Are all stock laboratory supplies of an inflammable nature kept in fire-proof closets?

If the basement and laboratories are not fire resistive, is there an automatic sprinkler system in working order?

Is there a fire hose on each floor? Is it in good working condition and likely to be for some time?

Is there an adequate water supply for fire purposes at all times?

If there is no fire hose, are there chemical extinguishers of an approved type in the kitchen, furnace rooms, and in each hall of each floor?

Is there adequate fire alarm provision?

If the building is not considered fire resistive, are there fire escapes on two sides of the building for each floor above the first?

If of staircase form, are the steps five feet wide, with rails, and screened to a height of five feet?

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[11] Safety and Health of the School Child. United States Office of Education, Washington, D. C., Circular #65, November, 1932.

Are they readily accessible at all times?

Is wire glass provided in all windows directly opposite outside fire escapes and are these windows fixed?

Are fire escapes adequate to empty a floor in two minutes without crowding?

If flue escapes are used, are the inlets and outlets always in good condition and will they empty the building in two minutes?

Is the school principal or other official appointed to take charge of the situation in case of fire?

Is fire drill conducted once a month?

Is the main line of travel in halls free from projecting cabinets, statuary or other obstructions to rapid exit?

Is the auditorium on the ground floor and can it be emptied in two minutes?

Are there adequate exits, with safety locks in good condition, direct to the outer world, from all basement rooms used for classes?

CITIZENSHIP ACTIVITIES

School Safety Patrols

The 1931 Pennsylvania General Assembly amended Section 404 of the School Code to provide for the organization of School Safety Patrols. The section follows:

> "In the exercise of this authority the board of school directors is empowered to reorganize school safety patrols and with the permission of the parents to appoint pupils as members thereof for the purpose of influencing and encouraging the other pupils to refrain from crossing public highways at points other than at regular crossings and for the purpose of directing pupils not to cross highways at times when the presence of traffic would render such crossing unsafe. Nothing herein contained shall be construed to authorize or permit the use of any safety patrol member for the purpose of directing vehicular traffic nor shall any safety patrol member be stationed in that portion of the highway intended for the use of vehicular traffic. No liability shall attach either to the school district of any individual, director, superintendent, teacher or other school authority by virtue of the organization, maintenance or operation of school safety patrol organized, maintained and operated under authority of this section."

The Department of Public Instruction, the Bureau of Motor Vehicles of the Department of Revenue and the Department of Highways, working together have developed a bulletin, *Standards for the Operation of School Safety Patrols.* This bulletin, No. 65, issued by the

Department of Public Instruction is available to school administrators. The Foreword by Governor Pinchot is as follows:

> "Pennsylvania not only is obligated to build safe roads, but also to see that their use is safe, and to give instructions as to how children and grown-ups may keep from getting hurt.
>
> "School Safety Patrols not only protect young people, but develop character and leadership. I commend them to every citizen of the Commonwealth as an important part of safety education."

The enormous increase in vehicular traffic within the past few years has necessitated additional means of protection for school children going to and coming from schools. Many school crossings are unprotected by traffic policemen, although the problem has been partially solved by the formation of various types of school safety patrols.

The fact that the annual toll in Pennsylvania according to available data averages 378 children killed and about 5000 injured between the ages of 5 and 14 during the past five years in itself justifies the need.

Probably this is one of the more potent reasons for added protection, but there is also the consideration of the wide difference between law observance and law enforcement. An attitude of observance which has been instilled into young minds through education, will be more productive in later years of the results sought than the idea of compulsion or punitive aggression usually associated with law enforcement.

The use of patrols for safety work provides an opportunity for pupils to assume the responsibility of protecting their school mates in a very definite way. These organizations furnish excellent training in civic responsibility without unnecessarily endangering the children.

Standards for the Operation of School Safety Patrols

Purpose. The purpose of safety patrols in the schools is to assist in training school children where and how to cross streets and highways. This purpose is attained by having patrols direct children and not traffic. Any attempt at the control of traffic by safety patrols is not recommended, and in fact is prohibited by law, since it is distinctly a police function requiring adult judgment and should not be delegated to children of school age.

Relation to Enforcement Agencies. A plan has been devised whereby a member of the Pennsylvania State Highway Patrol will be made available to schools to work in cooperation with superintendents, principals, and teachers, for the purpose of organizing school safety patrols. Requests for assistance should be made through the county or district superintendent of schools. Requests for service will be submitted by the superintendent to the Bureau of Motor Vehicles of the Department of Revenue.

In cities the cooperation of the local police should be sought through the assignment of officers to assist in training the patrols.

All preliminary work with reference to the organization of a safety patrol should be completed before a request is made to the superintendent for the services of the State Highway Patrol. This suggestion is made so that duplication of effort will be eliminated inasmuch as it will be possible for a number of situations to be covered at once.

Members of the State Highway Patrol will also be made available for principals' meetings. In this way the essentials necessary for organizing a patrol can be placed before a county group.

Instruction of Patrols. The faculty supervisor should be responsible for the instruction of the patrols and this instruction should be developed with the following general principles as controlling factors. The safety patrol prevents accidents by:

Directing foot traffic.

Eliminating "Jay Walking"—encourages children to cross streets at corner.

Keeping children out of the streets.

Discouraging the "stealing" of rides on wagons and automobiles.

Assisting in assembly, recess, dismissal, fire drills and at playgrounds.

The safety patrol provides opportunities for development of:

Character—by stressing loyalty, obedience to authority, restraint and cooperation.

Citizenship—by fostering respect for law and individual responsibility for assistance to local officials.

Leadership—by encouraging pupil organization and administration under competent direction.

To help children help themselves and to develop the instinct for leadership and instruction among the members of the safety patrol, the following principles are suggested as those necessary for patrol members to instill into the children under their immediate supervision:

Walk on the sidewalk. If there is no sidewalk, walk on the left side of the road, facing approaching traffic.

When in groups on the highway, walk in single file or not more than two abreast.

Before crossing the street, look first to the left and then to the right.

Do not play games along the street or highway, while at school, or while going to and from school.

Do not roller skate in the street or on the highway.

Do not heedlessly run into the street or highway after a ball.

Do not "hitch" on to trolley cars, wagons, or automobiles.

Do not run into the street or highway from behind parked automobiles or moving vehicles.

Do not hold an umbrella in a manner that will obstruct your view of the road in front.

When riding a bicycle on the highway keep close to the right side of the road.

Do not "beg" or accept a ride from strangers along the highway.

If on the highway after dark, carry a white handkerchief, or wear a white arm band on the left arm, visible to approaching traffic.

Look both ways before proceeding across railroad tracks, especially if a train has passed—there may be another train coming.

When disc or light is swinging or lights are flashing, stop clear of all tracks and look for approaching train.

Observe all warning signs.

ADMINISTRATION:

SELECTION. Members should be appointed from upper grades by the principal or faculty supervisor responsible for such an organization. These members should be selected for their leadership and reliability. They should be courteous, quiet and helpful. Service as a member must be approved by the parents or guardian. Members may be changed at the discretion of the principal or responsible faculty advisor. The following pledge, which should be taken by each prospective member, will emphasize the duties and responsibilities of the service.

THE PATROL PLEDGE [11a]

I will obey all safety rules and encourage others to do the same.

I will do all in my power to safeguard the lives of all children.

I will be prompt and obedient. I will be loyal to my patrol, school and community.

....
Date Name

SIZE. The size of the patrol may vary depending on traffic conditions, number of crossings, number of school conveyances and enrollment of schools. There should be at least two sets of officers and guards so that they may be rotated or changed periodically. Officers should be appointed for at least a semester. Guards may be changed more frequently. A new guard should work for at least a week under the direction of one who has previously served before assuming full control of a position.

[11a] Drill Manual—Philadelphia Public Schools.

Insignia. The standard insignia suggested for patrol members is a four inch arm band, white in color. This arm band may have the word "Guard" or the letter "G" stamped or sewed upon it. Where finances will permit, the use of the white Sam Browne belt made of two inch material is acceptable. The insignia should always be worn while on duty. Auxiliary equipment such as badges, white rain capes, et cetera, should be standard throughout the community if possible.

Hours. The patrol members should be on duty at least ten or fifteen minutes before the school opens and remain there a few minutes after the last bell. At dismissal of school they should leave three minutes early and remain on duty while children are leaving. It is suggested that all classes be dismissed at the same time. If this cannot be done, the size of the patrol should be increased and members rotated so that no member shall be absent from his class too long.

Duties of Officers and Guards:

A faculty sponsor or faculty advisor.

Select by procedure established in the school, the members of the school safety patrol.

Train officers and guards in their duties and responsibilities.

Assume general responsibility for the organization and operation of the patrol.

Transmit reports and keep in contact with organizations and officials through proper sources.

Aid in coordinating the safety education work of the school through the assembly, home room, club, school paper, and other activities.

The captain should:

Station his guards and see that they are on duty on time.

Assume authority over his patrol while on duty.

Report all offenders to the supervisor.

Conduct daily inspection.

Make reports to advisor.

The lieutenant should assist the captain and serve in case of the captain's disability or absence. Where there are two or more corners to be patrolled, the captain should not be on duty at any given point, but should be free to go from one corner to another to see that all members are on duty and working according to instructions. Other officers may be designated as necessary.

The guards should:

Safeguard the lives of all children by regulating foot traffic.

Station themselves on the sidewalks near the curb (not in the street) and signal to children directing them when to cross according to established procedure.

Equipment and Procedure of Guard. Whistles shall not be used. Amber colored flags 18″ x 18″, attached to bamboo poles not over 6′ in length may be used to direct children only. The word "STOP" on these flags is prohibited, however, the word "CAUTION" may be used. When flags are used the staff should first be dropped across the path of the children about to cross the street or highway. When the highway is clear of vehicular traffic the staff should then be turned parallel to the path the children will take in crossing.

Under no circumstances may the flag be used for the stopping or direction of vehicular traffic, nor shall any patrol officer or guard be stationed in that portion of the highway intended for the use of vehicles.

When flags are not used, the guard will station himself on the sidewalk near the curb in a position to observe vehicular traffic, and will control the movement of the children by extending both arms in the same manner as prescribed for the use of the flag-staff.

Junior Safety Councils

Safety lends itself naturally to group activity. Its aims are not individualistic but social. Safety organizations have a recognized function in our schools today—the conservation of life by the prevention of accidents and dangerous practices, making attractive the idea of thoughtfulness for others, and making proper behavior popular.

The Junior Safety Council differs in one respect from the usual school club—it is more than a club. To function effectively it must attempt to regulate behavior, thus becoming a part of the governmental machinery of the school. The safety council is considered a sub-committee of the student government organization and is represented on its governing board.

Among the functions of a safety council are the following:

Formulation of safety laws, rules, or codes to govern the conduct of pupils.

Administration of the safety code.

Self-education of puplis through self-activity in the study and practice of accident prevention.

Assistance in maintaining a safe environment and in removing the common causes of accidents.

A desirable procedure for organizing a Junior Safety Council must be worked out carefully in advance. The following procedure is suggested:

The objectives of the Junior Safety Council are presented at a faculty meeting.

The objectives of the Junior Safety Council are presented to the

student body at a mass meeting. A guest speaker strengthens the presentation.

Time is allowed for homeroom discussions of the objectives.

Homerooms elect representatives. Representatives are elected from each homeroom (number to depend on size of school).

The representatives are called together by the principal or faculty representative for further discussion of objectives, and duties of committees.

A second meeting is called for the election of officers. A constitution is drawn up and adopted at this meeting.

A third meeting of the representatives is held for the purpose of putting the constitution into effect, appointing committees and interpreting the functions of these committees.

A second mass meeting of the student body is held before the council begins its operations. The program includes the reading of the constitution, the naming of the committees, and the inauguration of officers of the council.

Suggested constitutions for Junior Safety Councils may be found in references 1, 3, 5, 7, and 9 in the special bibliography on Junior Safety Councils although it is preferable that high school students draw up their own constitution.

The suggestions outlined are most suitable for intermediate and junior high school grades. The question of having a safety council in senior high school grades involves presentation of new materials and new fields of activities if pupils in these grades are to be interested

High School Motor Traffic Clubs [12]

Need for Organization of Clubs

Automobile drivers under 18 years of age were involved in 1500 accidents during 1932.

Reckless driving, failure to stop at through traffic stop signs, improper passing and speeding were the most common violations.

It should be the functions of the school to instill in pupil drivers the correct attitudes with reference to the motor vehicle problem.

The school should aid pupils in forming desirable habits in their driving.

High School Motor Traffic Clubs are a Junior Activity

Many high school pupils drive cars.

Many high school pupils will soon be of legal driving age and wish to be ready to take the examination for a license.

[12] Modified from National Safety Council, Education Division, material.

Purpose

To stimulate a greater interest in motoring, in the problems of the driver and in safer streets and highways.

To assist members to become better drivers as well as safer drivers.

To acquaint members with the rules of the road and of courtesy and consideration due drivers and pedestrians.

To study the mechanics of automobiles, especially the operation of brakes, lights, steering apparatus, horns, windshield wipers and other safety apparatus.

To help prepare members to pass the state examination for driver's license.

To assist in control of motor traffic and parking in and about the school.

Suggested Activities

Activities of the high school motor traffic club may include the following:

Talks by officers of local motor clubs, safety officials, police officers and others.

Instruction in such factors as:

The automobile and its relation to the school.

Local and state traffic regulations.

The mechanics of the automobile.

Inspection and maintenance of automobiles.

Tests for operator's license.

Specific causes of automobile accidents.

Assembly programs on safe driving.

Reports and recommendations of committees.

Motor tours (have pupils outline, with cooperation of local club, short tours of educational value).

Demonstrations of traffic signal operation.

Control of parking and traffic regulations in and about school.

Suggested Organization

Membership.

Pupils legally driving cars (with learners' permits or licenses).

Pupils nearing legal driving age.

Offieers.

The usual club offieers.

A faculty member as advisor.

Committees.

Program.

Publieity.

Speeial.

Meetings.

Held at regular school club periods.

Relationship to Local Organization.

Poliee Department.

Motor Club.

Cooperation with State and National Organizations.

State Department of Revenue, Bureau of Motor Vehieles.

State Department of Highways.

State Highway Patrol.

National Safety Couneil.

Motor Clubs.

ATHLETICS AND SAFETY

During the sehool year 1931-1932, Doetor Frank S. Lloyd of New York University, working under the direction of the National Bureau of Casualty and Surety Underwriters, made a study of the aeeidents, injuries and days lost in 510 seeondary sehools throughout the United States.[13] The estimated enrollment in these sehools was 593,436, an approximation of 14 per eent of the seeondary sehool enrollment of the United States.

The prineiples for safety, set up as a result of this study, which have been modified to meet the needs of this manual. follow:

Gymnasium

Clear playing spaees unobstrueted by pillars or low overhanging fixtures.

Clearanee of areas adjaeent to the side and end lines of basketball eourts.

Suffieient area for the peak loads to prevent overerowding and pushing.

[13] Lloyd, Frank S. Safety in Physical Education in Secondary Schools. National Bureau of Casualty and Surety Underwriters, New York, 1933.

Office with windows giving a clear vision of the total area for proper supervision.

Athletics

Level playing field surfaces.

All extraneous objects removed from playing area.

Sufficient clear space beyond the side and end lines to prevent collision with walls, posts, etc.

Construction of jumping and vaulting pits which enable jumper to land with safety. Width, length and substances are factors for consideration.

Sufficient space to prevent overcrowding particularly where track and field events are conducted.

Surfacing of fields which minimizes the seriousness of injury from falls.

Layout of fields which avoid the tendency of non-participants to cross the area of play, particularly in the field events of discus, javelin and hammer.

Playgrounds

Sufficient area to cover peak loads.

Elimination of hard objects projecting from wall such as drinking fountains.

Ground surfaces which minimize the seriousness of injuries from falls.

Swimming Pool

Surfacing on the side of the pool which reduces slipping.

Locker and Shower Rooms

Floor surfacing which reduces slipping.

Simple controls of water in showers.

Adequate lighting.

Wearing Apparel in Athletics

Protective equipment which is constructed to protect the wearer and avoid as far as possible injuring the opponent (particularly in football).

Leadership

Adequate officiating.

Selection of officials thoroughly familiar with the game, and with boys, and whose selection is not dependent upon the whims of a local coach.

Students trained to follow the principles of the game, rather than the rules.

Students developmentally conditioned so that they will be able to withstand the necessary strains of the particular game.

Students

Physical examination should be given to all students before entering physical education activities.

The fitness of a student for interschool competition should be made on expert judgment.

The reliance on the written permission of the parents for the determination of the student's fitness for interschool competition is undesirable.

The selection of members of interschool teams on the basis of their efficiency in the intramural games is desirable.

Program

The following material should be stressed in physical education and hygiene:

Safety in athletics.

Mental causes of accidents.

Fatigue as a cause of accidents.

Development of skill in bodily coordination.

Safe practices in the swimming pool.

Safe practices in and on the water outdoors.

Development of skill in swimming.

Development of skill in lifesaving when swimming has been mastered.

The following chart indicates the number of accidents and days lost from school in the various types of athletic games (1931-1932):

Games	*Number of Accidents*	*Number Days Lost*
Football	771	5708
Basketball	426	983
Baseball	110	256
Soccer	76	381.5
Hockey (Field)	74	135.5
Field (Track)	70	533.5
Wrestling	71	900
Touch Football	66	314.5
Track	43	125

Swimming	33	34.5
Indoor Ball	30	86.5
Volley Ball	19	55
Handball	11	23
Speed Ball	8	46
Hockey (Ice)	8	11
Fencing	4	1
Archery	4	0
Golf	4	0
Cross Country	4	36
Boxing	3	3
Tennis	2	1
LaCrosse	2	2

The accidents and resultant days lost clearly indicate the need and responsibility of the secondary school for more adequate protection of the students.

SAFETY ON SCHOOL PLAYGROUNDS

Practically every school building in Pennsylvania has some available play space, either adjacent to or near the school building. Figures from the National Safety Council for the period September 1931 to March 1932 indicate that 247 accidents occurred on the various types of playground apparatus.[14] Further figures indicate that 539 other accidents occurred on playgrounds. These figures point to the necessity for more careful selection of activities and better supervision of these activities. Playground accidents may be listed under the following heads:

Purely accidental, inadequate supervision, inadequate instruction, inadequate organization, dangerous surfacing, defective equipment, playing in restricted areas and improper or no fencing.

An attempt should never be made to conduct a playground without the services of trained teachers. Where playgrounds have been established with the idea that all that is necessary is a place to play and things to play with, the purpose of the playground is defeated.[15]

A special place on the school playground should be assigned to children of primary age. Supervision of the play periods may be taken care of by older children or teachers, preferably the latter. Some instruction is necessary with regard to safe practices on the playground, but actual demonstrations of what may happen if pupils are careless will be much more effective. A playground safety patrol may be effective in controlling the safety problem on the playground.

[14] Accident Facts. National Safety Council, Inc., Chicago, Ill., Annual Issue.
[15] Playground Manual, Bulletin 30, Department of Public Instruction, Harrisburg, Pennsylvania, 1927.

More children are hurt using the ordinary swings than on any other piece of playground apparatus. Safety hazards to be checked in the use of swings are standing up in the swing, more than one child in a swing, swinging too high, pushing the swing by pulling the feet of the child who is swinging, getting out of swing before its motion ceases and allowing children to stand near swings when they are in use. Uprights, cross bars, ropes and seats should be examined at regular intervals to insure their safe condition.

All playground apparatus—slides, teeters, jungle gyms, chinning bars and the like are potential safety hazards unless care is exercised. Other hazards about the playground may be the careless use of quoits, horseshoes, bats and balls, throwing of stones or sticks, extraneous items such as glass on the playground, and fooling at the drinking fountains as well as in the wading pools.

Playgrounds may be a place where children may play under safe conditions or they may be just another place where the child is in danger of being hurt.

Before the opening day a thorough inspection of playground apparatus is essential. Necessary repairs can be made at this time:

The surfacing and all facilities are examined for defects caused by wear and climatic conditions.

A careful search is made for broken parts, slivers, protruding nails and loose joints.

The condition of all bolts and fastenings is investigated.

Ball bearings and movable parts are tested and well lubricated.

Protruding rocks are removed from the ground and holes filled in.

Depressions under swings and other apparatus are corrected.

All wooden surfaces are painted or otherwise treated.

SWIMMING AND LIFE SAVING CLUBS

The educational and life saving campaigns that have been conducted by the American Red Cross, schools and other agencies have had real value in keeping down serious water accidents. In spite of this, there are thousands of accidents in the water every summer that are wholly preventable if simple precautions are observed.

Drowning fatalities are about equally divided between swimmers and non-swimmers. The problem of safety is not fully solved by learning to swim. Some of the causes of drowning accidents arrange themselves in the following classes:

Good swimmers had heart attack.

Poor swimmer attempted to swim too far without protection.

Boat or canoe capsized.

Staying in water too long.

Swimming alone.

Swimming when fatigued, overheated, or intoxicated.

Over-exertion in water sports.

Drowned trying to save another person.

Skating on thin ice.

Non-swimmer stepped into a hole.

Dove into shallow water, striking hidden object.

Carried away by current or undertow.

Non-swimmer fell into water from a boat or pier.

Attempting to swim while fully or partially dressed.

Where schools have facilities for swimming available, either in doors or outdoors, swimming and life saving clubs are an excellent safety project.

FIRST AID CLUBS

A First Aid Club is a desirable extra-curricular activity in the field of safety education. It is essential to have an instructor well versed in first aid to direct the activities of the club. A small portion of the time allotted may be used for lecture—actual demonstrations are of much greater value.

Among the activities of a First Aid Club may be:

Demonstrations and practice in using roller, cravat, triangular and "four-tail" bandages (old sheets or pieces of cloth may be torn, rolled and used for demonstrations).

Demonstration and practice in uses of slings.

Demonstration and practice in using tourniquet.

Demonstration and practice in methods of artificial resuscitation. (Schaefer, Sylvester, etc.)

Demonstration and practice in making different types of stretchers.

Demonstration and practice in different carries (chair, firemen's lift, two-handed seat, four-handed seat, etc.)

Discussion of treatment for choking, sprains, strains, bruises, lacerations, puncture wounds, fractures, etc.

Discussion of hazards in connection with rescuing persons in contact with live wire, drowning person, etc.

Discussion of problems in first aid.

Examples: A barefoot boy steps on a rusty nail. There is little bleeding. What should be done?

A dose of the wrong medicine has been taken. What is the procedure?

A FIRST AID KIT FOR SCHOOLS

A first aid kit containing materials for treating minor wounds, bruises and abrasions is essential in every school. If a rest room is not available, the kit is kept in the administrative office or the office of the instructor in health and physcial education. The following items are suggested as being desirable:

Tincture of iodine and applicators

Oil of cloves

Aromatic spirits of ammonia

Absorbent cotton

Antiseptic gauze

Bandages of varying widths

Adhesive tape

Tourniquet

Small splints

Scissors and tweezers

Safety pins

Picric acid gauze (burns)

Clinical thermometer

Boric acid

The person responsible for the kit makes periodical inspections to ascertain whether there are renewals of materials needed. Pupils are not allowed to use the kit at random but report all injuries to the person in charge.

ACCIDENT REPORTING

One of the objectives of Pennsylvania's program for safety in public schools is the development of a system of accident reporting which will form the basis for an intelligent and scientific safety education program.

Information on the causes of accidents to children in schools should be gathered for the following reasons:[16]

Information on the causes of accidents is essential if their recurrence is to be prevented. The more specific the information available on the cause of each accident, the more definite the safety program may become.

Grade, seasonal and locality problems can only be determined through the collection of data on child accidents. Without definite

[16] Bulletin 23, Child Education Section, National Safety Council, September, 1934.

knowledge on these problems it is impossible to plan programs of known value to specific groups of children.

The success or failure of a program of accident prevention can be discovered only through a study of accidents to children.

Through making an accident report, each injured pupil becomes familiar with the cause of his injury and receptive to suggestions on accident prevention.

While requiring reports from injured pupils, checking all reports to make sure they are complete and aiding small children to understand why they were injured, teachers are made aware of the accident problem as of vital importance to their pupils.

Several methods through which information on accidents to children enrolled in school may be secured have been in use for some time. The most common one, perhaps, consists of accident reports sent to the office of the administrator from the school where a child was injured in the school building or on the school grounds. Such reports are usually made immediately after the accident occurs. They are usually required by boards of education for their protection should damage suits or unfavorable publicity follow some school accident. Other reports are filed by school nurses or doctors on cases which come to their attention.

A wealth of most valuable information has been gathered through the use of a reporting system consisting of the following steps:

Report blanks are distributed to each school by the supervisor or other administrator in charge of safety education.

Reports are made on all accidents resulting in absence from school one half day or longer or requiring the services of a physician. Wherever possible reports are made by the children involved in the accidents, checked by their classroom teachers for completeness and filed with the principal of the building. Reports on fatal accidents and those resulting in a prolonged absence from school are made by the classroom teachers whose pupils were injured.

At the close of each month, the accident reports from each building are forwarded to the administrator in charge of safety education.

The director of the safety program checks the reports from each building and prepares a summary showing the number of pupils injured, the grades in which they were enrolled, the causes of their injuries and other data. Copies of the summary may be returned to each principal. Each administrator of a safety program undertaking the sponsorship of this activity is urged to forward one copy of the monthly summary to the Statistical Bureau, National Safety Council, 20 North Wacker Drive, Chicago, Illinois, and one copy to the Department of Public Instruction, Harrisburg.

Using Accident Data

Each monthly summary should be studied for the answers to the following questions:

Does any one school report an unusually large number of accidents? If so, a check should be made on the conditions about the school, the attitude of the principal and faculty toward the safety program, and the type and extent of the program within the school.

How many accidents have been reported in connection with a particular school activity, such as football? If many have occurred, a special report on them should be forwarded to the director of health and physical education with the request that he study the report and formulate the necessary remedial program.

Have any accidents resulted from the use of shop, laboratory or kitchen equipment? If so, they should be referred to the attention of the proper supervisors.

Have many children been injured on stairways and steps? Should the custodians have a special report or safety meeting?

Have many children been injured while at home and out of school as a result? Should a conference on this problem be held with the president and safety chairman of the parent-teacher association?

Can the police aid in the prevention of the recurrence of any type of accidents which may have occurred to children on their way to and from school?

Do the reports indicate that there is some special community recreation hazard that should be referred to city playground officials, scout leaders and others interested in community activities for boys and girls?

At the end of each year, the current report should be compared with the one of the previous year to learn whether or not progress has been made in the prevention of accidents. Plans for the future should be made in the light of the local problem as indicated by the consolidated report. Information on accident causes should be given to all committees responsible for the development of courses of study.

How to Launch this Activity

A copy of the student accident report card and summary sheet recommended by the National Safety Council appears in this Bulletin. One hundred report cards and twenty summary sheets will be forwarded upon request to anyone wishing to undertake this activity. Additional copies can be reprinted locally or obtained from the National Safety Council, One Park Avenue, New York, for one cent each.

STUDENT ACCIDENT REPORT

Every child in the public schools of ..... is to report on this card every accidental injury which requires medical attention or which keeps him out of school one-half day or more. Teachers should fill out reports where children injured are unable to do so for any reason.

WHO WAS HURT?

Name ..... Address .....

Age ..... Sex ..... School attended ..... Grade .....

WHEN DID ACCIDENT HAPPEN?

Date ..... Time ..... A. M..... P. M.....

WHERE DID ACCIDENT HAPPEN?

At school? ..... If so, in building or on playground? .....

On the street? ..... If so, where? .....

Was this an automobile accident? .....

If on the street was it on the way to school? .....From school?.....

At home? ..... If so, was it in the house? ..... Outside house? .....

If somewhere else state where .....

HOW DID ACCIDENT HAPPEN?

What was person doing when hurt? .....
(Playing baseball, crossing street,

.....

jumping rope, climbing stairs, sawing wood, washing dishes, building fire, etc.)

.....

Describe the accident .....

.....

.....

.....

WHAT KIND OF AN INJURY WAS IT?

.....
(Broken arm, fractured skull, cut finger, bruised toe, burned hand etc.)

Was a doctor called? ..... If so, state his name and address .....

.....

.....

Number of days kept from school .....

Signature of Teacher .....

NOTE: When School Safety Patrol Members are assigned to other duties during school hours, the forms provided by the National Safety Council, shown in Appendices V and VI, may be used.

STUDENT ACCIDENT SUMMARY, Month of 19

City School No. of school days in above month

CLASSIFICATION	(A) Students Killed	(B) Students Injured	STUDENTS KILLED AND INJURED, BY GRADES (C) Kindergarten	(D) 1st Grade	(E) 2d Grade	(F) 3d Grade	(G) 4th Grade	(H) 5th Grade	(I) 6th Grade	(J) 7th Grade	(K) 8th Grade	(L) 9th Grade	(M) 10th Grade	(N) 11th Grade	(O) 12th Grade	(P) Un-class.
1. GRAND TOTAL																
2. School Buildings—Total																
3. Class Rooms																
4. Auditorium																
5. Cafeteria																
6. Laboratories																
7. Vocational Shops																
8. Domestic Science Dept.																
9. Gymnasium																
10. Swimming Pool																
11. Showers																
12. Dressing Rooms and Lockers																
13. Toilets and Wash Rooms																
14. Corridors																
15. Stairs and Stairways																
16. Other Building Accidents																
17. School Grounds—Total																
18. Apparatus—Swings																
19. " —Slides																
20. " —Teeters																
21. " —Bars																
22. " —Other																
23. Athletics—Baseball																
24. " —Football																
25. " —Basketball																
26. " —Soccer																
27. " —Track Events																
28. Other Organized Games																
29. Other School Ground Acc.																
30. Going to or from School—Total																
31. Motor Vehicle Accidents																
32. Other Accidents																
33. Home Accidents—Total																
34. Falls																
35. Burns, scalds, explosions																
36. Asphyxiation, suffocation																
37. Poisons																
38. Cuts and scratches																
39. Other home accidents																
40. Other Accidents—Total																
41. Motor Vehicle Accidents																
42. Other Accidents																
43. Enrollments (TOTALS)																
44. Days lost—This month's accidents (TOTALS)																
45. Days lost this month from previous months' accidents (TOTALS)																

Report made by——— Title———

Send one copy of this report each month to the National Safety Council, 20 N. Wacker Dr., Chicago, or, if all schools in the city use these forms, send one copy to the city superintendent's office instead.

SELF-INSPECTION BLANK FOR SCHOOLS

Prepared by

The National Board of Fire Underwriters

Approved and Adopted by

The National Association of Public School Business Officials

If precautions are taken to minimize the danger of fire and to provide for safety in case fire occurs, real progress will be made in safeguarding life and protecting property. Intelligent thought and care in practice can eliminate practically all fires within schools.

INSTRUCTIONS

Inspection to be made each month by the custodian and a member of the faculty at which inspection only Items 1 to 20 need be reported. At the quarterly inspection, a member of the fire department should accompany the above inspectors, and the complete blank should be filled out. The report of each inspection (monthly and quarterly) is to be filed with the Board of Education or School Commissioners.

Questions are so worded that a negative answer will indicate an unsatisfactory condition.

Date .....

Name of School ..... City .....

Class: Elementary ..... Junior High ..... Senior High .....

Capacity of School? ..... Number now enrolled .....

1. Are all exit doors equipped with panic locks? .....Are these locks tested each week to insure ease of operation? .....Do these lock securely so that additional locks, bolts or chains are not necessary? ..... Are such additional locks open whenever building is in use? .....

2. Are all outside fire escapes free from obstructions and in good working order? ..... Are they used for fire drills? .....

3. Is all heating equipment, including flues, pipes and steam lines:—
   (a) in good serviceable condition and well maintained? .....
   (b) properly insulated and separated from all combustible material by a safe distance? .....

4. Is coal pile inspected periodically for evidences of heating? .....

5. Are ashes placed in *metal* containers used for that purpose *only?* .....

6. Is remote control provided whereby oil supply line may be shut off in emergency? .....

7. Where is outside shut-off valve on gas supply line? .....
   .....

8. Check any of the following locations where there are accumulations of waste paper, rubbish, old furniture, stage scenery, etc., and explain under remarks:—
attic, basement, furnace room, stage, dressing rooms in connection with stage. other locations .....
.....

9. Is the space beneath stairs free from accumulations, or storage of any materials? .....

10. What material or preparation is used for cleaning or polishing floors? ..... Quantity on hand? .....
Where stored? .....

11. Are approved metal cans with self-closing covers or lids, used for the storage of *all* oily waste, polishing cloths, etc.? .....

12. Are approved metal containers with vapor-tight covers used for all kerosene, gasoline, etc., on the premises? ..... Why are such hazardous materials kept on the premises? .....
.....

13. Are premises free from electrical wiring or equipment which is defective? .....
(If answer is *No*, explain under Remarks)

14. Are only approved extension or portable cords used? .....

15. Are all fuses on lighting or small appliance circuits of 15 amperes or less capacity? .....

16. Are electric pressing irons equipped with automatic heat control or signal and provided with metal stand? .....

17. Are sufficient fire extinguishers provided on each floor so that not over 100 feet travel is required to reach the nearest unit? .....
In manual training shops and on stage, 50 feet? .....

18. Have chemical extinguishers been recharged within a year? .....
Is date of recharge shown on tag attached to extinguisher? .....

19. Is building equipped with standpipe and hose having nozzle attached? .....
.....
Is hose in good serviceable condition? .....

20. Is a large woolen blanket readily available in the domestic science laboratory for use in case clothing is ignited? .....

Remarks (Note any changes since last inspection)

The following items to be included in each quarterly inspection:—

21. Building construction: Walls ..... Floors .....
Roof ..... No. Stories ..... No. class rooms
.....

22. Which sections of buildings are equipped with automatic sprinklers? .....
.....

23. Are there at least two means of egress from each floor of the building? .....
.....

Are these so located that the distance measured along the line of travel does not exceed

From the door of any classroom, 125 feet? .....

From any point in auditorium, assembly hall or gymnasium, 100 feet?
.....

24. Are all windows free from heavy screens or bars? .....

25. Do all exit doors open outward? .....

26. Are all interior stairways enclosed? .....
Are doors to these enclosures of self-closing type? .....

27. Are windows within 10 feet of fire escapes glazed with wire glass? .....
.....

28. Are manual training, domestic science, other laboratories and the cafeteria so located that a fire in one will not cut off any exit from the building? ....
.....

29. Is a smoke-tight projection booth, built of incombustible materials, and vented to the outside, provided for the motion picture machine? .....

30. Are heating plant and fuel supply rooms cut off from the main corridors by fire-resistant walls, ceiling and doors? .....

31. Do all ventilating ducts terminate outside of building? .....

32. State type of construction of any temporary buildings in school yard .....
.....

33. Is nearest temporary building at least 50 feet from main building? .....
.....

34. How often are fire drills held? ..... Average time of exit?
.....

35. Are provisions made for sounding alarm of fire from any floor of building?
..... Is sounding device accessible? .....
Plainly marked? .....

36. Give location of nearest city fire alarm box .....
How far distant from the premises? .....

REMARKS

Inspector ..... Title .....

Inspector ..... Title .....

Inspector ..... Title .....

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   b—Examination Blank for Operator's License
   c—Accident Report Blanks
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VISUAL EDUCATION AND SAFETY

Elementary Schools

1. Ask Daddy. National Safety Council, Chicago. Two reels. Daily rental for home and street safety.

2. Why be a Goose? Automobile Club of Southern California, Los Angeles. One reel. Daily or weekly rental. For street safety.

3. How Jimmie Won the Game. Institute of Makers of Explosives. One reel. Free. Dynamite caps.

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    Good Turns for Our Forests. One reel.
    Red Enemy. Two reels
    Trees of Tomorrow. Two reels.
    What the Forest Means to You. Two reels.
    Forest Green and Forest Gray. One reel.

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Child Health Association, 1 Madison Avenue, New York City.

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National Board of Fire Underwriters, 85 John Street, New York City.

National Bureau of Casualty and Surety Underwriters, 1 Park Avenue, New York City.

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